

## MEMORANDUM

December 4, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

SUBJECT: **2015 DUAL LANGUAGE PROGRAM EVALUATION REPORT**

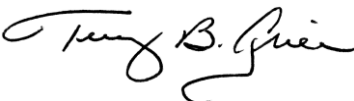
CONTACT: Carla Stevens, 713-556-6700

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's Dual Language Bilingual Program. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL) who participated in the Dual Language program. In addition, the report includes performance results of fluent English-speakers enrolled in the Dual Language program, as well as a summary of appraisal and retention data for Dual Language teachers.

Key findings include:

- A total of 3,531 ELL students participated in the Dual Language program in 2014–2015.
- Current Dual Language students performed better than students in other bilingual programs on almost all subjects of the STAAR (English version), EOC, and Iowa Assessments.
- Current Dual Language students showed declines in reading performance on both the Spanish and English STAAR compared to the previous year, but they performed better than all students districtwide in mathematics on the English STAAR.
- Dual Language students showed more improvement in English proficiency than did students in other bilingual programs, as measured by the TELPAS.
- Students served in the Dual Language program but who had exited ELL status did better than the district, and better than students from other bilingual programs, in all subjects of the STAAR, STAAR EOC, and Iowa Assessments.
- English-speaking students in the Dual Language program showed evidence for bilingualism and biliteracy.

- Dual Language teachers had better overall EVAAS ratings (composite growth index) than did non-DL teachers.

  
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TBG

Attachment

cc: Superintendent's Direct Reports  
Gracie Guerrero  
Chief Schools Officers  
School Support Officers  
Principals



# RESEARCH

Educational Program Report

**DUAL LANGUAGE PROGRAM EVALUATION**  
**2014 - 2015**



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# DUAL LANGUAGE BILINGUAL PROGRAM EVALUATION 2014–2015

## Executive Summary

### Program Description

The Dual language program in HISD is intended to facilitate English Language Learner (ELL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELLs and native English speakers. The dual language program is offered in elementary schools and selected middle schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to improve their Spanish language proficiency. Beginning in prekindergarten, the program provide ELLs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In dual language programs, the function of the native language is to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade level cognitive skills without falling behind academically, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual language bilingual program (DL) addresses the following topics:

- academic progress of dual language ELLs;
- English proficiency among dual language ELLs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual language program; and
- the quality, retention, and professional development activities of dual language teachers.

### Highlights

- There were 3,531 ELLs enrolled in the dual-language bilingual program (DL) in 2014–2015.
- DL was offered in 31 campuses districtwide, (27 elementary campuses, three secondary, and one K-8 campus).
- Current DL students performed better than did those in other bilingual programs in almost all subjects of the STAAR (English version), EOC, and Iowa Assessments in 2015.
- English language performance of both DL students and those in other bilingual programs was generally better on mathematics tests than it was on reading or language tests.
- DL students performed better than the district in mathematics (English STAAR).
- Reading performance of DL students declined in 2015 compared to 2014 on both the Spanish and English STAAR.
- Students who had exited ELL status but who had previously been in DL did better than the district average on all subject tests for the STAAR, STAAR-EOC, and Iowa.
- Exited DL students also did better than those who exited from other bilingual programs on all tests.

- On the TELPAS, fewer DL students scored at the highest level of English proficiency than did other bilingual students in grades K-4, but exceeded students in other bilingual programs by grade 5.
- DL students did show more improvement or growth in English proficiency (as measured by performance on the TELPAS) than did other bilingual students.
- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.
- DL teachers had better overall EVAAS ratings (composite growth index) than did non-DL teachers, although retention rates did not differ for the two groups.

### Recommendations

1. The dual language program continues to undergo a major expansion. During the 2014–2015 school year there were 31 campuses offering the dual language program, with 14 of them in their first year of operation. An additional 24 were scheduled to begin in 2015–2016. The district and Multilingual Programs department should continue the expansion of the Dual Language program to additional elementary campuses as a new implementation, and identify middle schools to continue the programming into grades 6-8.
2. The district and Multilingual Programs department should explore the plan for the expansion at early childhood centers to allow for an early start in bilingualism and biliteracy of prekindergarten students feeding into established Dual Language campuses.
3. As the DL program expands, campus visits should be conducted to provide feedback in order to ensure fidelity to program guidelines and district non-negotiables.

### Administrative Response

The Dual Language program will continue to be expanded each year at the elementary level and explored at middle schools in the vicinity of dual language elementary schools to continue programming in the upper grades. Dual language implementation at Early Childhood Centers will be a priority.

The Dual Language handbook will be revised to include district assessment changes and additional program structure as campus vertical alignment continues. It will continue to serve as the guide of program implementation in Dual Language campuses across the district.

Units of Study for grades kindergarten through second grade have been developed and disseminated to all Dual Language campuses. Dual Language Instructional Planning will be conducted prior to each grading cycle to familiarize teachers with the curriculum, share instructional best practices, and create workstations.

A core package of instructional bilingual materials has been ordered and will be distributed to all prekindergarten through second grade Dual Language classrooms. This will ensure consistency and equity in programming across the district.

All dual language campuses will be supported through campus visits during the academic year by repre-

sentatives from the Multilingual Programs, Curriculum and Instruction, and Schools Office. Oral and written feedback after each visit will highlight campus best practices and identify areas for growth opportunity. Coaching provided by assigned Teacher Development Specialists will strategically target areas identified in need of development.

Dual language teachers will participate in three levels of training, starting with Level 1 during their first year of teaching in a DL setting and advancing to another level each year, for a total of 66 hours of face-to-face training. Choice staff development sessions are also available for teachers throughout the year.

## Introduction

Texas requires school districts to provide specialized linguistic programs to meet the needs of students who are English language learners (ELL). These programs are intended to facilitate ELLs' integration into the regular school curriculum and ensure access to equal educational opportunities. HISD exceeds the state mandate by implementing three bilingual education programs: the Dual-Language Bilingual Program (DL), the Transitional Bilingual Program (TBP), and a smaller Cultural Heritage Bilingual Program for Vietnamese-speaking ELLs offered at one campus. The Dual-Language Program differs from the Transitional Bilingual Program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELLs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The dual language program is the focus of this report.

In the district's dual language program, roughly equal numbers<sup>1</sup> of ELL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. Participating campuses choose between implementing an 80:20 model and a 50:50 model. In the 80:20 model, students in kindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in kindergarten, and this mix persists until at least 5th grade.<sup>2</sup>

### Recent Changes to the Dual Language Program

The district has committed to an expansion and revision of its existing dual language program. Five new campuses were added to the program in 2013–2014, with 14 new campuses in 2014–2015 and a further 24 planned for 2015–2016. At each of the new DL campuses, only students up to and including grade one are initially enrolled in the program, with higher grades added as students advance. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and other campuses that only offer the program at lower grade levels. Eventually, all elementary DL campuses will offer the program through fifth grade. The second major aim of the DL initiative has been a revision of the program's curriculum and guidelines. These changes have included a standardization of the time and content allocation that campuses will be required to follow. As mentioned previously, currently DL campuses have the choice of following either a 50:50 or an 80:20 model. Under new guidelines, all DL campuses will have to follow the 50:50 model, and the time/content allocation has been modified to correct for inadequacies in the design of the previous plans. These changes to the required DL model are being phased in, with students currently in kindergarten being the first ones to be instructed under the new guidelines.

In the summer of 2014, an outside consultant (VIF International Education) was contracted to provide a comprehensive review of the existing DL program and to provide recommendations that would facilitate the expanded program's success. Some of the recommendations regarding program evaluation have been incorporated into the present report, including new sections on teacher quality and professional development activities.

## Methods

### Participants

ELLs in the dual language bilingual program were identified using 2014–2015 Chancery Student Management System (SMS)<sup>3</sup>, IBM Cognos, and Public Education Information Management System



**Table 1. Number and Percent of Bilingual ELL Students by Program, 2012–2013 to 2014–2015**

Bilingual Program	Enrolled			Percent		
	2013	2014	2015	2013	2014	2015
Transitional Bilingual (TBP)	n/a	30,764	28,136	n/a	78	71
Traditional Bilingual (discontinued)	17,009	n/a	n/a	44		
Pre-Exit Bilingual	5,436	6,878	7,755	14	17	20
Developmental Bilingual (discontinued)	14,811	n/a	n/a	38		
Dual-Language (DL, Two or One-Way)	1,217	1,831	3,531	3	5	9
Gomez & Gomez (discontinued)	90	n/a	n/a	<1		
Cultural Heritage	168	162	152	<1	<1	<1
Mandarin Bilingual	10	20	63	<1	<1	<1
Other*	0	4	41	0	<1	<1
<b>Total</b>	<b>38,741</b>	<b>39,659</b>	<b>39,678</b>			

Source: IBM Cognos, Chancery

\* Inappropriate code (ELL student listed as served through a bilingual program which has been discontinued).

(PEIMS) databases. A summary of enrollment figures for ELLs in the various bilingual programs is shown in **Table 1**. Note that enrollment in DL is substantially lower than enrollment in TBP; 9 percent of ELLs served through bilingual programs were served in the dual-language program and 71 percent were served in the transitional program. The dual-language bilingual program was offered at 27 elementary schools, three secondary campuses, and one K–8 campuses (see **Appendix A** for a complete list, p. 14). The number of campuses offering DL has increased from 12 in 2012–2013 and 17 in 2013–2014, to 31 for the present year, and an additional 24 campuses are scheduled to start in 2015–2016. All DL students with valid assessment results from 2014–2015 were included in analyses for this report, as were all students who had participated in the program but who had since exited ELL status.

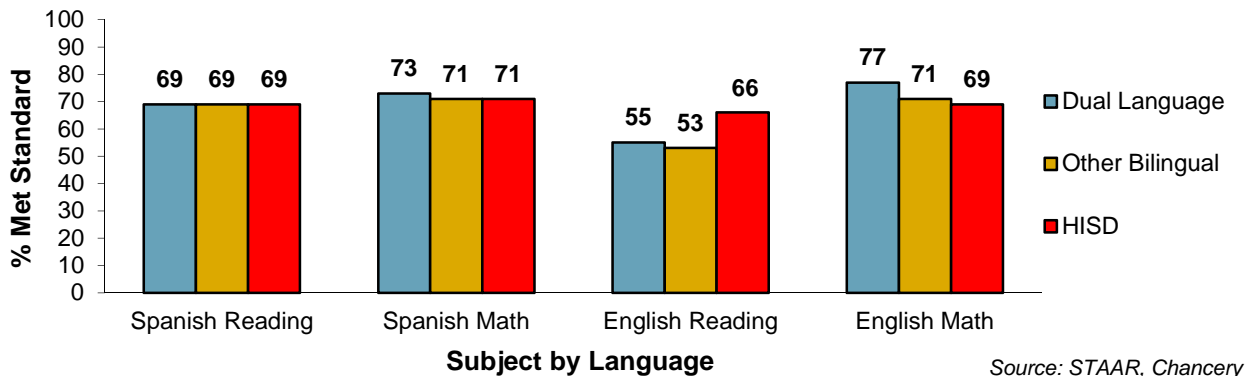
### Data Collection & Analysis

Results for DL students from the State of Texas Assessments of Academic Readiness (STAAR), Logramos, Iowa Assessments, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. In addition, results for exited DL students on the STAAR End-of-course (EOC) were examined. Comparisons were made between dual-language students, other bilingual students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests. For each test, the percentage of students who passed (met satisfactory standard) is shown. For STAAR EOC, the percent of students who met satisfactory standard are reported for English I and II, Algebra I, Biology, and U.S. History. In addition, for both the STAAR 3-8 and EOC assessments, results from the STAAR Progress and ELL Progress measure are reported. Logramos and Iowa Assessments results are reported (Normal Curve Equivalents or NCEs) for total reading, total language, and total mathematics.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2014 and 2015. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix B** ( see p. 15) provides further details on each of the assessments analyzed for this report.

**Figure 1. Percentage of students who met satisfactory standard on STAAR grades 3-8 reading and mathematics tests, 2015: Dual language students, other bilingual students, and all students districtwide.**



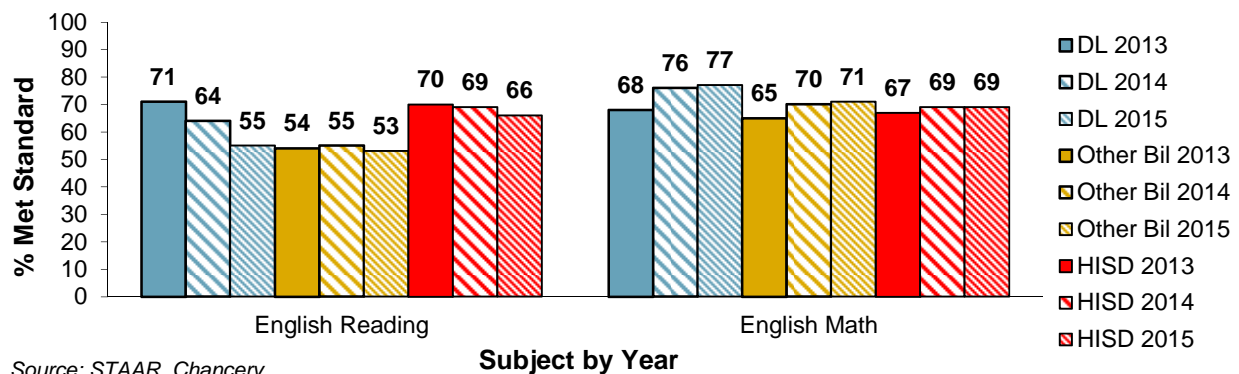
## Results

### What was the academic performance of ELLs in the dual-language program?

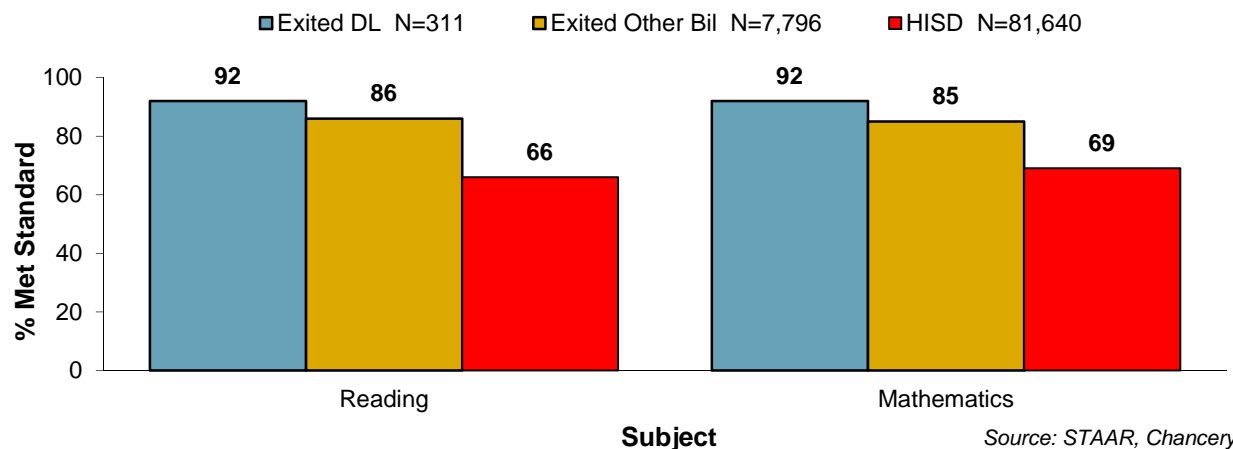
#### STAAR

- **Figure 1** shows the percent of students in grades 3-8 who met the satisfactory standard for the Spanish and English language versions of the STAAR in 2015 (reading and mathematics only).
- Results are shown for DL students, as well as all students districtwide and students from other bilingual programs.<sup>4</sup> See **Appendices C** and **D** for further details (see pp. 16–17).
- DL students exceeded other bilingual students in all subjects except Spanish reading, but both groups were lower than the district in English reading (gaps of -11 and -13 percentage points).
- **Figure 2** shows English STAAR performance in reading and mathematics for 2013 through 2015.
- Dual language students showed a decrease of 16 percentage points in reading over this time period, compared to -1 point for other bilingual students and -4 points for the district overall. In contrast, DL students showed larger gains in mathematics than did either of these groups.

**Figure 2. Percentage of students who met satisfactory standard on STAAR grades 3-8 reading and mathematics tests, 2013 through 2015: DL students and all students districtwide (English STAAR).**

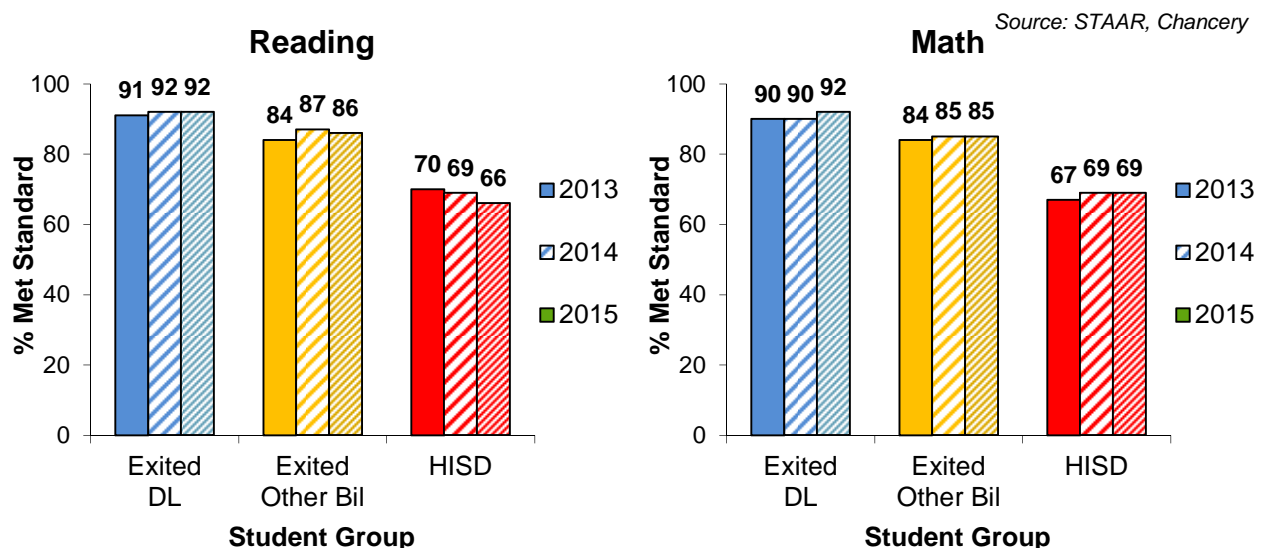


**Figure 3. Percentage of students who met satisfactory standard on English STAAR grades 3-8 reading test, 2015: Exited DL students, exited students from other bilingual programs, and all students districtwide.**

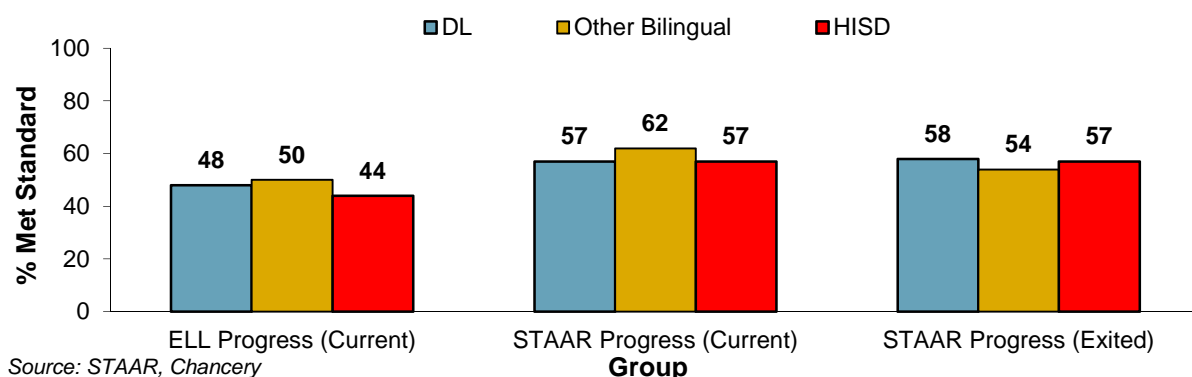


- STAAR reading results for exited DL students in 2015 are shown in **Figure 3**.
- Exited students from the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs, in both reading and mathematics.
- **Figure 4** (below) shows the reading and mathematics performance of exited DL students for the past three years. Exited DL students (+1 percentage point) and other exited bilingual students (+2 points) both have improved in reading over this time period, while the district overall has shown a decrease (-4 points). Increases in mathematics have been similar for each group (+1 to +2 points).
- **Figure 5** (see p. 8) shows results for the ELL progress and STAAR progress measures (for an explanation of these measures see **Appendix E**, p. 18, and **Appendix F** for details, pp. 19-20). Only results for STAAR reading (English) are shown.

**Figure 4. Percentage of students who met satisfactory standard on English STAAR grades 3-8 reading and mathematics tests, 2013 to 2015: Exited DL, other exited bilingual students, and all students districtwide.**



**Figure 5. STAAR Progress and ELL Progress performance for DL students, other bilingual students, and all students districtwide, 2015 (Combined Results for Grades 3 through 8, English Reading Only).**

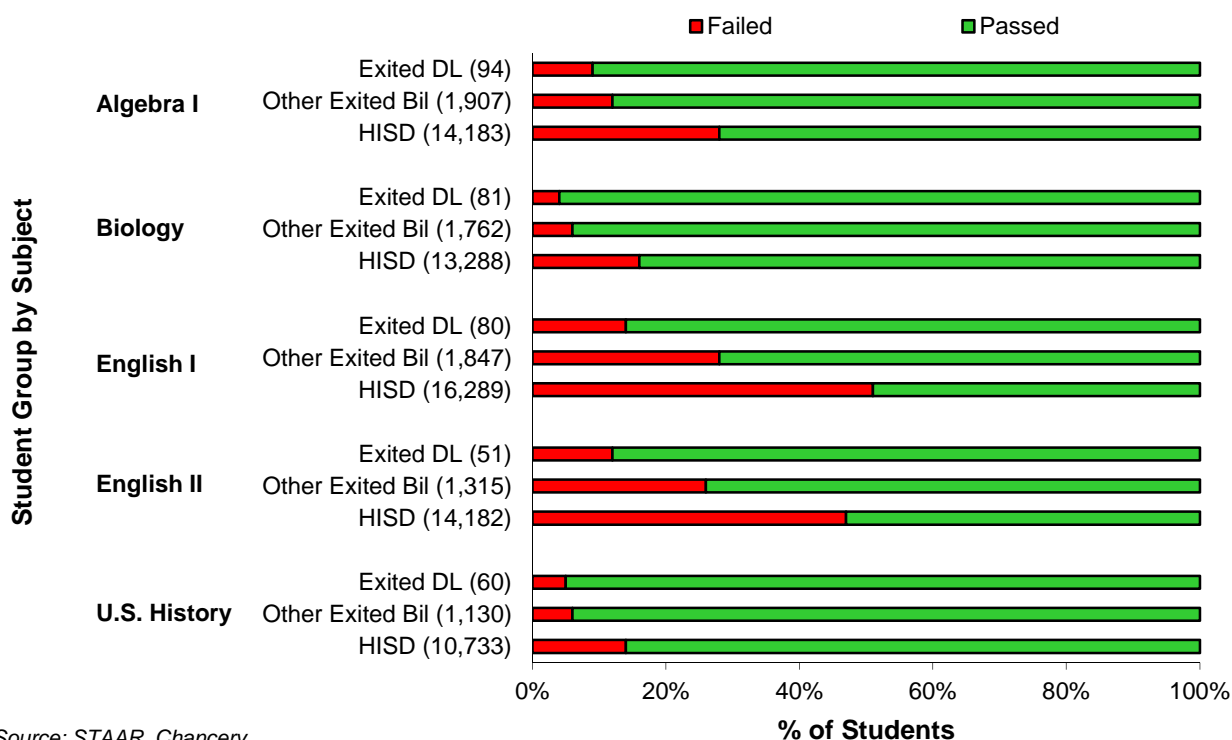


- Current DL students did slightly less well than did other bilingual students on both ELL and STAAR progress measures, but exited DL students outperformed others in the district on the STAAR progress measure.

## STAAR EOC

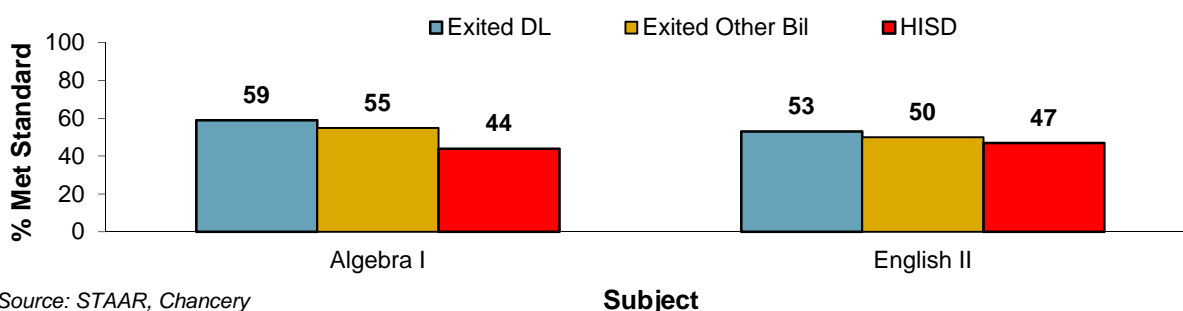
**Figure 6** depicts results for the STAAR-EOC assessment. Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Satisfactory or above standard (dark green). Red indicates the percentage of students who scored Unsatisfactory. Figures in parentheses show the number of students tested (see also **Appendix G**, p. 21).

**Figure 6. STAAR-EOC percent met satisfactory standard for monitored and former DLBP students, by subject, 2015: Results are included for all exited dual-language students, exited students from other bilingual programs, as well as for the district overall.**



- Exited DL students performed better than the district, and higher than other exited bilingual students, on all tests. The highest passing rates were in Biology and U.S. History, with the lowest rates on English I and II. However, it should be noted that fewer than 100 exited DL students were tested in 2015 on the STAAR EOCs.
- **Figure 7** (below) shows results for the EOC Progress measure (exited ELLs only). Results show that exited DL students did better than students from other bilingual programs, and both groups outperformed the district average (see also **Appendix H**, p. 22).

**Figure 7. EOC Progress performance for DL students, other bilingual students, and all students districtwide, 2015 (Algebra I and English II only).**

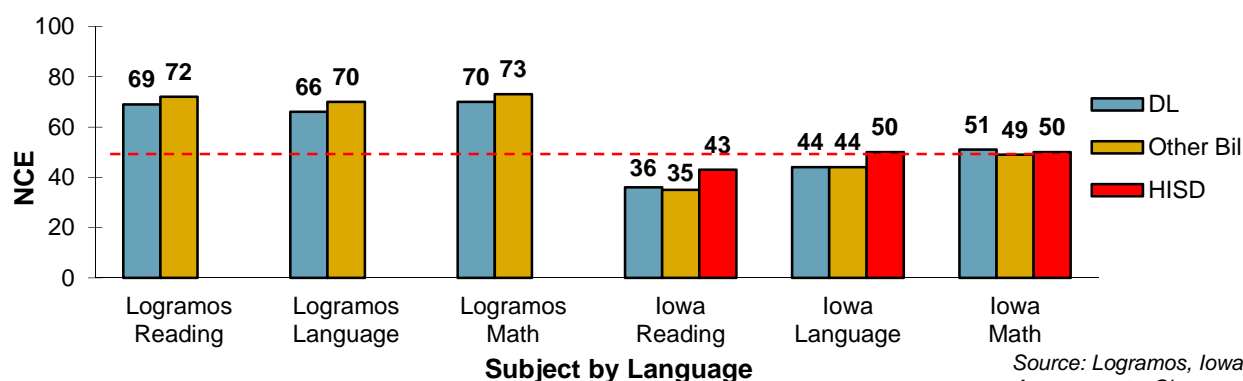


Source: STAAR, Chancery

### Logramos and Iowa Assessments

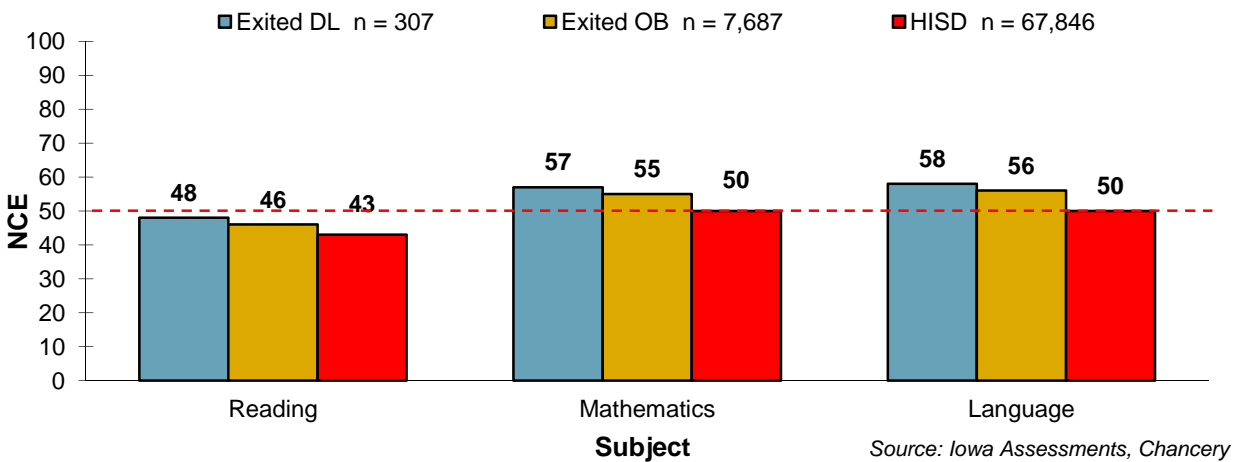
- **Figure 8** summarizes Logramos and Iowa data for the 2014–2015 school year (mean NCE scores for total reading, total language, and total mathematics). Results are shown for ELLs in the DL program, other bilingual students, and HISD. The dashed red line indicates an average NCE of 50.
- On the Logramos, students in DL were well above the expected average NCE of 50 in all subjects, but were slightly lower than students in other bilingual programs (see **Appendix I** for details including grade level results, p. 23).
- Dual language performance on the Iowa was much lower than it was for the Logramos. DL students had average NCE scores below the expected average of 50 in reading and language, but were above average (NCE = 51) in mathematics (see also **Appendix J**, p. 24).
- DL students' Iowa scores exceeded other bilingual students in reading and mathematics.

**Figure 8. Logramos and Iowa Assessments Normal Curve Equivalents (NCEs) for DL, other bilingual students, and students districtwide, 2015: reading, language, and mathematics tests.**



Source: Logramos, Iowa Assessments, Chancery

**Figure 9. Iowa Assessments Normal Curve Equivalents (NCEs) for exited DL or other bilingual (OB) students, and students districtwide, 2015: Reading, mathematics, and language.**

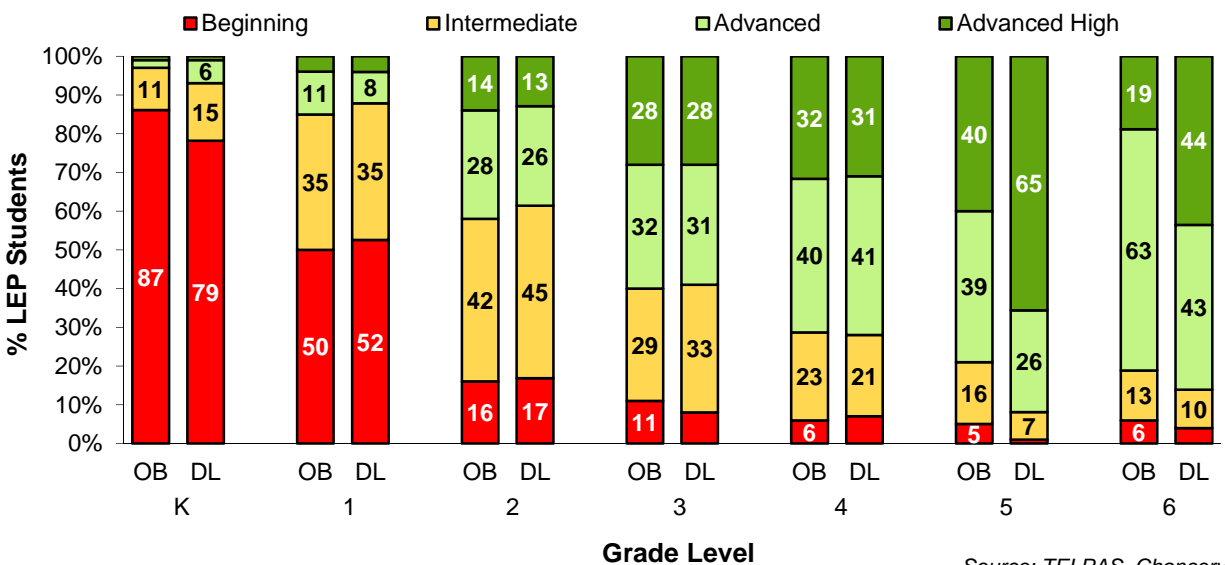


- **Figure 9** shows Iowa results for monitored and former students from the DL program for 2015, as well as performance of students who exited other bilingual programs.
- Scores for exited DL students were higher than those for the district, and also higher than those for students who exited other bilingual programs; and this was true for all subjects.

#### What were the levels of English proficiency among ELLs in dual-language programs?

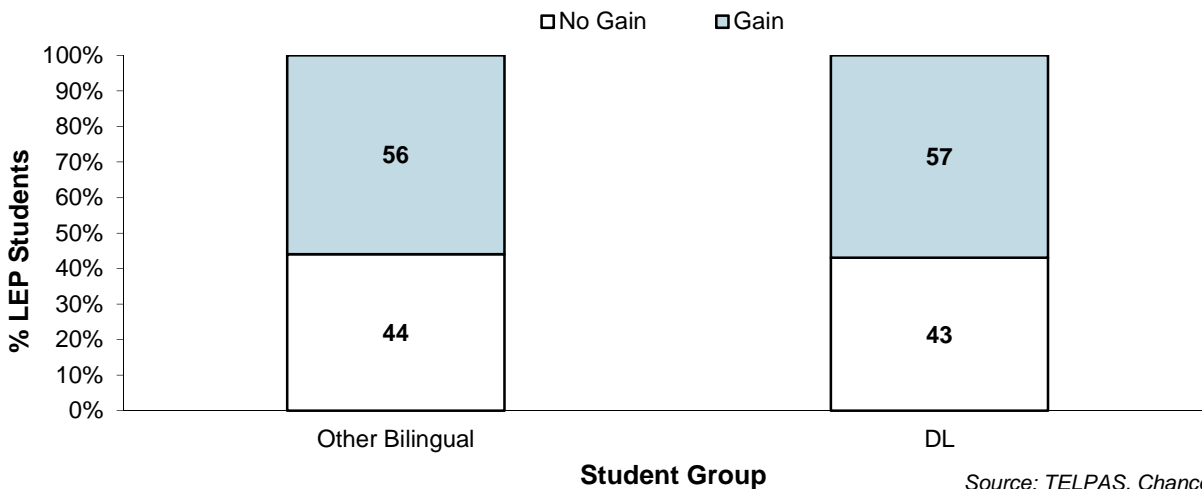
- **Figure 10** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2015. Further details can be found in **Appendices K and L** (pp. 25–26).
- English proficiency for DL students improved across grade levels, with 91% or more of students scoring Advanced or better by grade 5 in 2015.

**Figure 10. TELPAS composite proficiency ratings for DL and other bilingual (OB) students, 2015.**



- DL students showed lower overall English proficiency than did students in other bilingual programs, but exceeded students in other bilingual programs by grade 5.

**Figure 11. TELPAS yearly progress for DL and other bilingual students, 2015.**



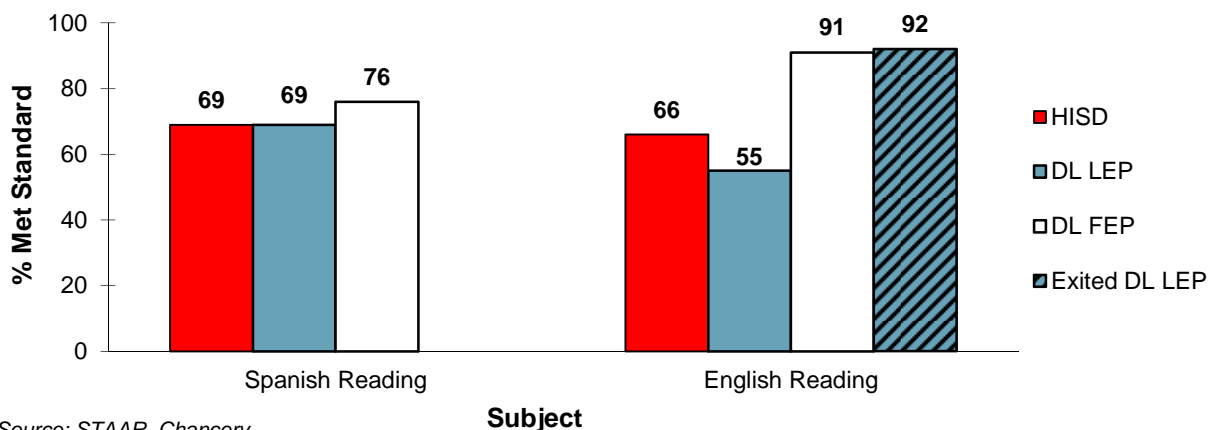
Source: TELPAS, Chancery

- Figure 11** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2014 and 2015. The percentage of students who made gains in English proficiency was higher for DL students than for other bilingual students (57 versus 56 percent).

#### What was the academic performance of fluent English speakers in the two-way bilingual program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELLs in the program. In this section, data are reported from the 1,758 students with fluent English proficiency (FEP) who participated in the DL program during 2014–2015.
- Spanish-language STAAR results show that fluent English speakers ( $n = 162$ ) had higher passing rates than did Spanish speaking DL students on the reading test (see **Figure 12**).
- The passing rate for DL students was the same as for all bilingual students districtwide (69 percent).

**Figure 12. STAAR performance of ELL and FEP students in the DLBP program, 2015: percent meeting standard in Spanish and English reading.**



Source: STAAR, Chancery

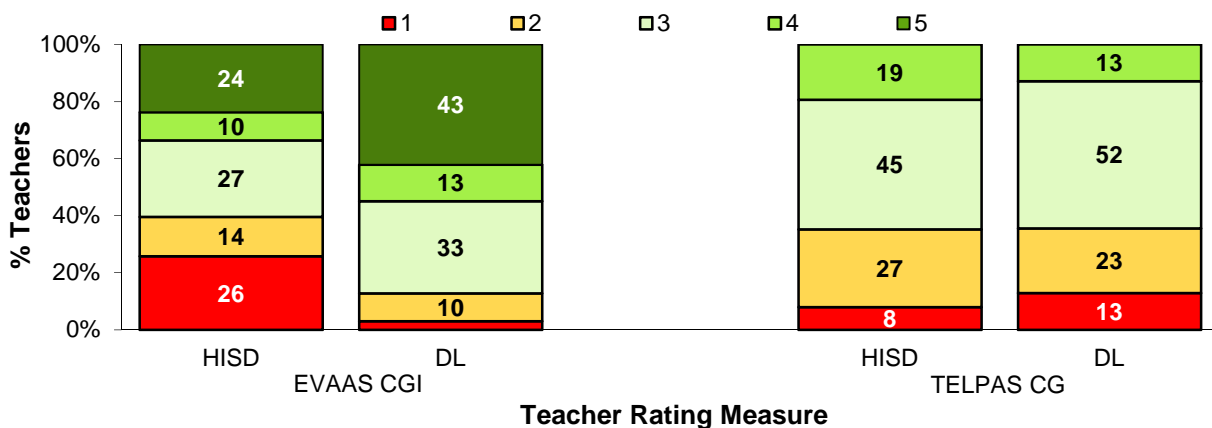
- English STAAR results show that FEP students (n = 360) also did well in comparison with former DL students who have exited ELL status.
- Both exited DL students and native-English FEP students, had higher passing rates than the district overall on the English STAAR (advantages of +25 and +26 percentage points, respectively).

#### How did dual language teachers compare to other district teachers in terms of qualifications and retention rate?

District teachers receive annual ratings on a number of different measures, including EVAAS ratings as well as a rating derived from a TELPAS Comparative Growth measure. This section of the report summarizes these two ratings for teachers assigned to DL classes, compared to other teachers in the district. Only elementary teachers are included here, and the few secondary campuses where DL is offered are not considered.

- Figure 14** shows the distribution of elementary teacher ratings for EVAAS (composite gain index, CGI) and TELPAS comparative growth (CG). Dual language teachers are compared to all other teachers in the district. For details of analyses see **Appendix M** (p.27).
- DL teachers ratings were more positive for EVAAS, and this difference was statistically significant. TELPAS comparative growth did not differ for DL teachers.
- Teacher retention data indicated that the retention rate for DL teachers (86.9%, or 187/215) was slightly higher than that for other HISD teachers (85.9%, or 4,484/5,222, elementary only), but this difference was not significant.

**Figure 14. EVAAS CGI and TELPAS CG ratings for DL and other district teachers, 2015.**



#### What was the frequency and scope of professional development activities provided to teachers and staff serving dual language students?

Data provided by e-TRAIN indicated that 101 staff development training sessions pertaining to dual language education were coordinated by the Multilingual Department during the 2015–2016 school year. These sessions, summarized in **Appendix N** (p. 28), were attended by total of 4,198 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 1,293). A full record of professional development activities can be obtained from the Multilingual Department.



## Discussion

Fourteen new campuses were added to the DL program for the 2014–2015 school year. In the 2015–2016 school year, an additional 24 new campuses will be added. Evidence reviewed here indicates that the dual language program in HISD provides ELLs with the support needed to succeed academically. ELLs who have participated in DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR, STAAR EOC, and Iowa assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. Based on these results, it would appear that the HISD Multilingual Department is fulfilling its mission to ensure that ELLs achieve their full academic potential. As the district continues to expand the DL program to more campuses and the new DL time and content allocations are introduced at higher grade levels, the program's performance will need to be monitored to ensure that this record of success continues.

**Appendices O.1 through O.18** (pp. 29-46) provide summaries of student performance at the various DL campuses. Shown are results for Spanish-speaking DL students in classes with native English-speakers (YT), Spanish-speaking DL students in classes where there were no native English speakers (YO), and native English-speakers enrolled in the DL program (NT).

## Endnotes

1. The dual-language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual-language program requires exactly equal number of students from both language groups (Collier, personal communication).
2. This is the sequence normally followed by students in the dual language programs. However, students in both the dual-language and the transitional bilingual programs can enter the pre-exit phase (i.e., predominantly English-only instruction) as early as grade 3, pending LPAC approval, if they have met certain performance criteria. These criteria can be found in the district's *2014–2015 Pre-Exit Student Performance Report*.
3. The Chancery system replaced the School Administrative Student Information database system (i.e., SASI), which the district used prior to the 2006-2007 school year. Where data from multiple years are shown, archived files from SASI were used as needed, thus some tables or figures may include references to both sources.
4. Note that all districtwide performance data includes results from ELLs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former ELLs).

## References

- Houston Independent School District (2015). Pre-Exit ELL Students Performance STAAR/Stanford 2014–2015. HISD, Department of Research & Accountability.
- U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Available at <http://www.nochildleftbehind.gov>.

## Appendix A

### Campuses Offering Dual-Language Programs (DL), 2014–2015

			ELL Enrolled 2014-2015												
Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total ELL	# NT*
Briscoe ES		PK, K, 1, 2, 3, 4	25	34	33	37	22	4						155	35
Emerson ES		PK, K, 1, 2, 3	40	58	64	62	45							269	52
Helms ES		PK, K, 1, 2, 3, 4, 5	34	31	32	30	30	24	24					205	168
Herod ES		K, 1, 2, 3, 4, 5		15	16	16	26	18	14					105	61
Herrera ES		K, 1, 2, 3, 4, 5		58	51	59	55	63	19					305	19
Northline ES	Prior to	PK, K, 1, 2, 3, 4, 5	22	60	77	54	55	60	34					362	28
Sherman ES	2013-14	PK, K, 1, 2, 3, 4, 5	30	38	47	39	51	22	15					242	49
Twain ES		K, 1, 2, 3, 4, 5		9	11	7	9	3	4					43	97
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	21	30	28	24	15	24	32	2				176	239
Burbank MS		6, 7, 8								108	84	71		263	8
Johnston MS		6, 7, 8								2	3	1		6	50
Reagan HS		9, 10, 11, 12											0	0	36
Daily ES		PK, K, 1		6	10									16	18
Deanda ES	2013-14	PK, K, 1, 2	67	77	86	75								305	75
Kashmere Gardens ES		K, 1		3	6									9	23
Law ES		PK, K, 1, 2	17	18	21	28								84	89
Reagan Ed Ctr		K, 1		64	53									117	14
Anderson ES		K		63										63	33
Ashford ES		K		30										30	14
Burnet ES		K		57										57	32
Coop ES		K		51										51	23
Dogan ES		PK, K	40	40	2									82	6
Garden Villas ES		K		42										42	16
Gregg ES	2014-15	K		47										47	32
RP Harris ES		K		60										60	9
McNamara ES		K		94										94	16
Memorial ES		PK, K	27	31										58	19
Osborne ES		K		12	1		1							14	15
Shearn ES		PK, K	61	66										127	73
Whidby ES		PK, K	8	7										15	39
White ES		PK, K	47	85										132	21

Source: Multilingual Department, IBM Cognos

\* NT students are native English-speakers enrolled in DL

## Appendix B

### Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. For 2014–2015 high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History).

With regards to the STAAR 3-8 mathematics assessment, note that in April of 2012, the State Board of Education revised the Texas Essential Knowledge and Skills (TEKS) for mathematics. These new standards were implemented for grades K-8 in the 2014–2015 school year, and as a result the STAAR mathematics assessment was revised. For this reason, comparison of STAAR mathematics results from 2015 to those from previous years should be made with caution.

The Iowa Assessments are norm-referenced, standardized achievement tests in English used to assess students' level of content mastery. These assessment provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The Logramos is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The total reading, total language, and total mathematics subtests are included in this report for grades 1 through 6. Students take the Logramos (Spanish) or Iowa (English) according to the language of their reading/language arts instruction. The Logramos and Iowa were developed by Riverside Publishing. However, the Logramos is not simply a translation of the Iowa. The structure and content of the Logramos are aligned with those of the Iowa, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements (U.S. Department of Education, 2002). Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

## Appendix C

### Spanish STAAR Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year

		Enrollment		Spanish Reading				Spanish Mathematics			
Program	Grade	2014	2015	2014		2015		2014		2015	
		N	N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Other	3	4,589	4,023	4,212	71	3,781	71	4,125	67	3,592	73
Bilingual	4	1,706	1,406	1,475	67	1,300	66	1,453	68	1,231	68
	5	343	148	35	37	69	52	33	6	54	46
	<b>Total</b>	<b>6,638</b>	<b>5,577</b>	<b>5,722</b>	<b>70</b>	<b>5,150</b>	<b>69</b>	<b>5,611</b>	<b>67</b>	<b>4,877</b>	<b>71</b>
Dual	3	161	309	159	80	305	70	159	88	305	70
Language	4	162	215	160	79	192	68	161	73	192	78
	5	153	142	2	*	5	60	2	*	5	60
	<b>Total</b>	<b>476</b>	<b>666</b>	<b>321</b>	<b>79</b>	<b>502</b>	<b>69</b>	<b>322</b>	<b>80</b>	<b>502</b>	<b>73</b>

Source: STAAR, Chancery

\* Indicates fewer than five students tested

## Appendix D

### English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested, and Percentage Met Satisfactory Standard, by Grade Level, Subject and Year

Program	Grade	Enrollment		English Reading				English Mathematics			
				2014		2015		2014		2015	
		2014 N	2015 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Current DL	3	161	309	2	*	6	67	2	*	3	*
	4	162	215	2	*	23	70	1	*	23	91
	5	153	142	149	70	136	72	150	83	137	83
	6	103	112	96	65	106	51	96	80	97	74
	7	81	87	73	58	81	40	74	62	68	65
	8	75	72	70	60	70	39	68	72	48	77
	<b>Total</b>	<b>735</b>	<b>937</b>	<b>392</b>	<b>64</b>	<b>422</b>	<b>55</b>	<b>391</b>	<b>76</b>	<b>376</b>	<b>77</b>
Other Bilingual	3	5676	5424	1,372	70	1,580	70	1,417	78	1,704	80
	4	4701	4801	3,062	57	3,371	52	3,059	67	3,341	69
	5	3174	3131	2,960	47	2,938	46	2,913	70	2,827	67
	6	35	20	32	34	19	32	27	56	16	50
	7	21	7	20	25	5	80	10	60	5	80
	8	17	8	17	12	6	67	6	33	7	57
	<b>Total</b>	<b>13,624</b>	<b>13,391</b>	<b>7,463</b>	<b>55</b>	<b>7,919</b>	<b>53</b>	<b>7,432</b>	<b>70</b>	<b>7,900</b>	<b>71</b>
Exited DL	3	3	14	3	*	3	*	3	*	3	*
	4	28	5	25	92	5	100	25	88	5	100
	5	20	27	20	80	27	100	20	100	27	96
	6	73	90	73	93	89	85	73	92	89	92
	7	63	102	63	90	102	92	63	84	101	93
	8	57	85	57	95	85	95	26	88	40	88
	<b>Total</b>	<b>244</b>	<b>323</b>	<b>241</b>	<b>92</b>	<b>311</b>	<b>92</b>	<b>210</b>	<b>90</b>	<b>265</b>	<b>92</b>
Exited Other Bilingual	3	67	108	60	95	99	96	60	97	100	93
	4	394	532	389	94	525	92	389	90	526	93
	5	1,453	1,573	1,439	92	1,564	93	1,436	94	1,563	94
	6	1,921	1,965	1,889	86	1,943	83	1,897	86	1,940	85
	7	1,936	1,852	1,903	82	1,835	81	1,862	77	1,764	82
	8	1,844	1,857	1,820	87	1,830	85	1,315	83	1,270	77
	<b>Total</b>	<b>7,615</b>	<b>7,887</b>	<b>7,500</b>	<b>87</b>	<b>7,796</b>	<b>86</b>	<b>6,959</b>	<b>85</b>	<b>7,163</b>	<b>85</b>
HISD	3	17,592	17,669	12,201	67	12,761	69	12,139	65	12,657	71
	4	16,638	17,161	13,875	66	14,868	62	13,787	65	14,672	68
	5	15,858	16,095	14,673	68	15,275	69	14,571	75	14,995	73
	6	13,478	13,585	12,453	68	12,963	64	12,091	73	12,458	70
	7	13,691	13,388	12,768	67	12,746	64	12,048	62	11,733	65
	8	13,250	13,667	12,414	75	13,027	68	9,464	72	9,816	65
	<b>Total</b>	<b>90,507</b>	<b>91,565</b>	<b>78,384</b>	<b>69</b>	<b>81,640</b>	<b>66</b>	<b>74,100</b>	<b>69</b>	<b>76,331</b>	<b>69</b>

Source: STAAR, Chancery

\* Indicates fewer than five students tested

## Appendix E

### STAAR Progress and ELL Progress Measures

Included in this report are two additional performance measures from the STAAR (3-8) and EOC assessments, STAAR Progress and ELL Progress. Students who took the STAAR or EOC assessments can receive either one of these measures, but not both.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the final recommended performance standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who passed the STAAR one year to be able to pass it the next at the same level.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2015 and 2014, (b) took the same version of the STAAR in both years, (c) were tested in consecutive grade levels in the two years, and (d) were not eligible for the ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measured by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver for ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure. Analogous versions of these two measures are reported for the EOC assessments.

## Appendix Fa

### STAAR Progress and ELL Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Grade Level, Reading Only

READING						
		Enrollment	ELL Progress		STAAR Progress	
Program	Grade	N	# tested	% met	# tested	% met
Dual Language (Current)	3	309	5	60	n/a	n/a
	4	215	11	64	1	*
	5	142	8	75	3	*
	6	112	15	60	88	42
	7	87	13	15	64	70
	8	72	23	39	43	65
<b>Total</b>		<b>937</b>	<b>75</b>	<b>48</b>	<b>199</b>	<b>57</b>
Other Bilingual (Current)	3	5,424	1,179	66	n/a	n/a
	4	4,801	2,246	43	292	63
	5	3,131	281	37	1,395	62
	6	20	4	*	11	36
	7	7	0	--	4	*
	8	8	1	*	2	*
<b>Total</b>		<b>13,391</b>	<b>3,711</b>	<b>50</b>	<b>1,704</b>	<b>62</b>
Dual Language (Exited)	3	14			n/a	n/a
	4	5			4	*
	5	27			25	72
	6	90			87	57
	7	102			101	51
	8	85			85	60
<b>Total</b>		<b>323</b>			<b>302</b>	<b>58</b>
Other Bilingual (Exited)	3	108			n/a	n/a
	4	532			495	59
	5	1,573			1,541	59
	6	1,965			1,918	43
	7	1,852			1,773	52
	8	1,857			1,802	63
<b>Total</b>		<b>7,887</b>			<b>7,529</b>	<b>54</b>
HISD (Includes ELL & Exited ELL)	3	17,669	1,907	63	n/a	n/a
	4	17,161	2,873	42	9,945	100
	5	16,095	537	40	12,268	67
	6	13,585	500	35	11,374	42
	7	13,388	613	23	10,939	70
	8	13,667	727	31	11,404	65
<b>Total</b>		<b>91,565</b>	<b>7,157</b>	<b>44</b>	<b>55,930</b>	<b>57</b>

Source: STAAR, Chancery

\* Indicates fewer than five students tested

## Appendix Fb

### STAAR Progress and ELL Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Grade Level, Mathematics Only

MATHEMATICS						
		Enrollment	ELL Progress		STAAR Progress	
Program	Grade	N	# tested	% met	# tested	% met
Dual Language (Current)	3	309	2	*	Not Available 2015	
	4	215	11	82		
	5	142	8	88		
	6	112	6	83		
	7	87	0	--		
	8	72	5	60		
	<b>Total</b>	<b>937</b>	<b>32</b>	<b>78</b>		
Other Bilingual (Current)	3	5,424	1,303	77	Not Available 2015	
	4	4,801	2,203	65		
	5	3,131	167	71		
	6	20	1	*		
	7	7	0	--		
	8	8	1	*		
	<b>Total</b>	<b>13,391</b>	<b>3,675</b>	<b>70</b>		
Dual Language (Exited)	3	14			Not Available 2015	
	4	5				
	5	27				
	6	90				
	7	102				
	8	85				
	<b>Total</b>	<b>323</b>				
Other Bilingual (Exited)	3	108			Not Available 2015	
	4	532				
	5	1,573				
	6	1,965				
	7	1,852				
	8	1,857				
	<b>Total</b>	<b>7,887</b>				
HISD (Includes ELL & Exited ELL)	3	17,669	1,791	72	Not Available 2015	
	4	17,161	2,693	62		
	5	16,095	257	67		
	6	13,585	86	69		
	7	13,388	62	52		
	8	13,667	93	53		
	<b>Total</b>	<b>91,565</b>	<b>4,982</b>	<b>66</b>		

Source: STAAR, Chancery

\* Indicates fewer than five students tested

Note: Because a revised STAAR 3-8 mathematics exam was introduced in 2015, no STAAR Progress measure could be calculated since two years of performance data were not available.



## Appendix G

### STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested, And Number and Percentage who Passed or Failed at the Phase-In 1 and Recommended Satisfactory Standards (2015 Data Only, All Students Tested Including Ret esters)

2015 Results			Phase-In I Satisfactory Standard				Recommended Satisfactory Standard			
	Student Group	# Tested	Fail		Pass		Fail		Pass	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited DL	94	8	9	86	91	34	36	60	64
	Other Exited Bil	1,907	231	12	1,676	88	879	46	1,028	54
	HISD	14,183	3,904	28	10,279	72	8,620	61	4,735	33
Biology	Exited DL	81	3	4	78	96	28	35	53	65
	Other Exited Bil	1,762	105	6	1,657	94	826	47	936	53
	HISD	13,288	2,098	16	11,190	84	7,528	57	5,248	39
English I	Exited DL	80	11	14	69	86	25	31	55	69
	Other Exited Bil	1,847	519	28	1,328	72	952	52	895	48
	HISD	16,289	8,239	51	8,050	49	11,650	72	5,200	32
English II	Exited DL	51	6	12	45	88	16	31	35	69
	Other Exited Bil	1,315	344	26	971	74	676	51	639	49
	HISD	14,182	6,707	47	7,475	53	8,722	62	4,927	35
U.S. History	Exited DL	60	3	5	57	95	20	33	40	67
	Other Exited Bil	1,130	72	6	1,058	94	441	39	689	61
	HISD	10,733	1,531	14	9,202	86	5,539	52	4,581	43

Source: STAAR, Chancery

Note: HISD percentages may differ from district EOC report due to rounding error

## Appendix H

### STAAR EOC Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Exam Subject

Program	Exam	STAAR Progress (Exited ELL)	
		# tested	% met
Dual	Algebra I	90	59
Language	English II	49	53
(Exited)	<b>Total</b>	<b>139</b>	<b>57</b>
Other	Algebra I	1,776	55
Bilingual	English II	1,221	50
(Exited)	<b>Total</b>	<b>2,997</b>	<b>53</b>
HISD	Algebra I	11,064	44
(Includes ELL	English II	10,334	47
& Exited ELL)	<b>Total</b>	<b>21,398</b>	<b>45</b>

Source: STAAR, Chancery

*Note: There was no ELL Progress data for current bilingual students in 2015. The EOC assessments are administered primarily to students in 9th grade and higher, and there were no students listed as being in the dual language program at those grade levels.*

## Appendix I

### Logramos Performance of DL Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level and Subject, 2015

Program	Grade	N Tested	Total Reading NCE	Total Language NCE	Total Mathematics NCE
Dual Language	1	526	71	67	69
	2	420	65	68	71
	3	303	68	62	69
	4	193	71	67	75
	5	0	--	--	--
	6	8	72	61	68
	<b>Total</b>	<b>1,450</b>	<b>69</b>	<b>66</b>	<b>70</b>
All	1	5,604	77	73	72
Other	2	5,460	69	72	75
Bilingual	3	3,787	68	62	70
	4	1,287	70	66	75
	5	50	68	57	58
	6	1	*	*	*
	<b>Total</b>	<b>16,138</b>	<b>72</b>	<b>70</b>	<b>73</b>

Source: Logramos, Chancery

\* Indicates fewer than five students tested

## Appendix J

### Iowa Assessments Performance of Dual-Language Bilingual (DL) Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level and Subject, 2015

Program	Grade	N Tested	Total Reading NCE	Total Language NCE	Total Mathematics NCE
Current Dual Language	4	22	43	48	66
	5	141	43	46	54
	6	102	33	41	48
	7	73	31	46	48
	8	53	30	41	44
<b>Total</b>		<b>391</b>	<b>36</b>	<b>44</b>	<b>51</b>
Current Other Bilingual	4	3,401	36	47	52
	5	2,985	34	40	47
	6	17	27	33	36
	7	5	32	38	42
	8	7	24	34	34
<b>Total</b>		<b>6,415</b>	<b>35</b>	<b>44</b>	<b>49</b>
Exited Dual Language	4	5	52	67	74
	5	26	54	62	63
	6	90	46	56	57
	7	101	48	58	59
	8	85	48	56	56
<b>Total</b>		<b>307</b>	<b>48</b>	<b>57</b>	<b>58</b>
Exited Other Bilingual	4	527	52	65	65
	5	1,566	48	57	61
	6	1,943	42	53	54
	7	1,827	45	55	56
	8	1,824	46	52	53
<b>Total</b>		<b>7,687</b>	<b>46</b>	<b>55</b>	<b>56</b>
HISD	4	14,915	44	53	53
	5	15,354	44	50	52
	6	12,674	41	48	48
	7	12,413	42	49	49
	8	12,490	42	47	48
<b>Total</b>		<b>67,846</b>	<b>43</b>	<b>50</b>	<b>50</b>

Source: Iowa Assessments, Chancery

\* Indicates fewer than five students tested

## Appendix K

### Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2015, by Grade. Results Shown Separately for DL and Other Bilingual Students.

DL Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	1,196	944	79	176	15	68	6	8	1	1.3
1	553	290	52	196	35	47	8	20	4	1.6
2	440	73	17	197	45	115	26	55	13	2.3
3	312	25	8	104	33	97	31	86	28	2.7
4	217	16	7	45	21	89	41	67	31	2.9
5	142	2	1	10	7	37	26	93	65	3.4
6	112	4	4	11	10	48	43	49	44	3.1
7	87	9	10	3	3	33	38	42	48	3.0
8	72	13	18	8	11	21	29	30	42	2.7
<b>Total</b>	<b>3,131</b>	<b>1,376</b>	<b>44</b>	<b>750</b>	<b>24</b>	<b>555</b>	<b>18</b>	<b>450</b>	<b>14</b>	<b>2.0</b>

All Other Bilingual Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	5,166	4,484	87	570	11	100	2	12	0	1.2
1	5,909	2,967	50	2,069	35	657	11	216	4	1.7
2	5,779	897	16	2,452	42	1,636	28	794	14	2.3
3	5,382	610	11	1,553	29	1,721	32	1,498	28	2.7
4	4,774	283	6	1,077	23	1,909	40	1,505	32	2.8
5	3,098	146	5	495	16	1,207	39	1,250	40	3.0
6	16	1	6	2	13	10	63	3	19	2.6
7	3	*	*	*	*	*	*	*	*	*
8	5	0	0	1	20	2	40	2	40	3.3
<b>Total</b>	<b>30,132</b>	<b>9,388</b>	<b>31</b>	<b>8,219</b>	<b>27</b>	<b>7,242</b>	<b>24</b>	<b>5,283</b>	<b>18</b>	<b>2.2</b>

Source: TELPAS, Chancery

\* Indicates fewer than five students tested

## Appendix L

### TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2015, by Grade. Results Shown Separately for DL and Other Bilingual Students.

DL Students									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	510	197	39	25	5	0	0	222	44
2	417	205	49	76	18	3	1	284	68
3	298	151	51	7	2	0	0	158	53
4	206	100	49	1	0	0	0	101	49
5	136	110	81	2	1	0	0	112	82
6	107	67	63	0	0	0	0	67	63
7	78	55	71	1	1	0	0	56	72
8	58	35	60	0	0	0	0	35	60
<b>Total</b>	<b>1,810</b>	<b>920</b>	<b>51</b>	<b>112</b>	<b>6</b>	<b>3</b>	<b>&lt;1</b>	<b>1,035</b>	<b>57</b>

All Other Bilingual Students									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	5,553	2,044	37	495	9	75	1	2,614	47
2	5,444	2,634	48	796	15	112	2	3,542	65
3	5,091	2,650	52	145	3	1	0	2,796	55
4	4,523	2,444	54	71	2	2	<1	2,517	56
5	2,900	1,710	59	61	2	2	<1	1,773	61
6	12	8	67	0	0	0	0	8	67
7	1	*	*	*	*	*	*	*	*
8	2	*	*	*	*	*	*	*	*
<b>Total</b>	<b>23,526</b>	<b>11,493</b>	<b>49</b>	<b>1,568</b>	<b>7</b>	<b>192</b>	<b>1</b>	<b>13,253</b>	<b>56</b>

Source: TELPAS, Chancery

\* Indicates fewer than five students tested

## Appendix M

### Analyses of Teacher Appraisal Data

There were two sources of data for the analyses related to teacher appraisals: EVAAS (Education Valued-Added Assessment System) ratings and TELPAS comparative growth. For each of these analyses, teachers were first identified if they were the teacher of record and had a home room assignment in 2014-2015, with at least 10 students listed (source: Chancery/Cognos). This list included a total of 5,660 teachers in grades PK through 5. Of these, a further 217 were identified as dual-language teachers by virtue of (a) teaching at one of the designated DL campuses, and (b) having at least 10 DL students in their classroom. Since both of these teacher appraisal measures only cover teachers in grades 3 through 5, note that teachers in grades 2 and lower were not included in the analyses reported.

For EVAAS, the teacher's composite gain index (CGI) was used. This measure summarizes a teacher's relative growth across all subjects taught. Forty dual-language teachers received EVAAS ratings, and there were 1,753 other teachers who served as the comparison group. Gain index scores were converted to a rating based on the following five-point scale:

EVAAS Composite Gain Index	Rating	Interpretation
2.0 or greater	5	Well above average
1.0 to 1.99	4	Above average
-1.0 to 0.99	3	Average
-2.0 to -1.01	2	Below average
< -2.0	1	Well below average

As the data in Figure 14 indicates, 56% of DL teachers received EVAAS scores of 4 or better (above or well above average), compared to 34% for all other HISD teachers at these grade levels. Interpreted as an odds ration, this means that DL teachers were more than twice as likely to have an EVAAS rating of 4 or better than were other teachers. This difference was highly significant ( $z = 2.82$ ,  $p < .03$ ).

A TELPAS comparative growth measure is calculated annually for all teachers of ELLs in grades 3 through 8 for use in the Teacher Appraisal and Development System (TADS). Teachers at these grade levels receive a TELPAS CG rating if they selected 'TELPAS' as the subject taught during the spring linkage and verification process. Full TADS data was unavailable at the time of publication, but those homeroom teachers who received a TELPAS comparative growth (CG) score were included in a secondary analysis, also summarized in Figure 14. Thirty-one DL teachers received TELPAS CG ratings, and 581 other teachers also received a rating. The data showed that 65% of DL teachers and 64% of other teachers received TELPAS ratings of 3 or 4, meaning that the TELPAS reading performance of students did not significantly distinguish DL from other teachers.

## Appendix N

### Summary of Professional Development Training Attended by Teachers in the Dual Language Bilingual Program

Course Title	Course #	Total Attendance	# Sessions
Biliteracy Development I 1.2	ML0277	453	6
Biliteracy Development II 2.1	ML0275	39	3
Biliteracy Development II 2.2	ML0275	113	4
Development DL Units of Study	ML0243	55	4
Dinner & Dual 1	ML0270	41	1
Dinner & Dual 2	ML0271	30	1
Dinner & Dual 3	ML0272	60	1
DL Administrator Overview	ML0279	43	2
DL Essentials & Bil Workstatio	ML0256	69	2
DL Essentials 1.1 Pre-K	ML0294	19	1
DL Inst. Planning GR 1	ML0316	42	3
DL Inst. Planning GR 2	ML0317	12	2
DL Inst. Planning K	ML0315	106	5
DL Inst. Planning PK	ML0314	72	4
DL Inst. Planning/WS/ Gr1	ML0320	13	2
DL Inst. Planning/WS/ K	ML0319	19	3
DL Inst. Planning/WS/ PK	ML0318	31	4
Dual Lang Teaching Biliteracy	ML0229	45	1
Dual Lang. Biliteracy Training	ML0261	27	1
Dual Language Biliteracy	ML0245	114	2
Dual Language Book Study Teach	ML0231	44	5
Dual Language Essentials	ML0234	98	2
Dual Language Essentials 1.1	ML0269	320	3
Dual Language Just in Time C1	ML0252	80	2
Dual Language Just in Time C2	ML0253	91	2
Dual Language Just in Time C3	ML0254	64	2
Dual Language Just in Time C4	ML0255	32	2
Exploration of DL Resources	ML0266	126	3
GLAD 2Day Strategies Overview	ML0291	75	1
GLAD 4Day Classroom Demonstrat	ML0292	106	2
JobAlike2015: K-4 SLAR/DL	ML0282	939	2
Language Transfer & Beyond 2.2	ML0276	85	2
Language Transfer 1.3	ML0278	332	5
Language Transfer 1.3 Pre-K	ML0296	23	1
Language Transfer and Beyond	ML0244	120	2
Language Transfer Training	ML0262	40	1
Literacy Dev. & Language Trans	ML0225	104	2
Project GLAD AdminOverview 2.0	ML0284	34	1
Writing Gr 2 Units of Study	ML0274	82	9
<b>TOTAL</b>		<b>4,198</b>	<b>101</b>



## Appendix O.1

Spanish STAAR Grade 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2015 Data)

Campus	Number of Students Tested										Percent Met Standard																			
	YT					YO					NT					YT					YO					NT				
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total	
Briscoe ES	21	1		22							1			1		86	*		86			*				*				*
Emerson ES	19			19		26			26		4			4		100			100					69		*				*
Helms ES	30	23		53							14	12		26		47	70		57							36	75		54	
Herod ES	26	18	1	45							16	7		23		81	67	*	76							75	100		83	
Herrera ES	19	21	3	43		35	42	1	78		2	4		6		89	90	*	88				57	45	*	50		*		67
Northline ES	34	39		73		20	21		41		5	5		10		88	77		82				30	52		60	60		60	
Sherman ES	25			25		26			26							72			72				50							
Twain ES	9	3		12							14	18		32		78	*		83							86	94		91	
Wharton K-8 DL Academy	15	24		39							34	25		59		80	83		82							65	92		76	

\* Indicates fewer than five students tested

## Appendix O.2

English STAAR Grade 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2015 Data)

Campus	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES									1		3	4									*		*	*
Browning ES									1			1									*		*	*
Burrus ES									1	1	2								*		*		*	*
Condit ES											1	1								*		*	*	*
Coop ES									1		1							*		*		*	*	*
Durham ES									1		1						*		*		*	*	*	*
Emerson ES									2	1	3						*		*		*	*	*	*
Helms ES	1	24	25						5	1	12	18		*	42	40		60	*	92	80	92	78	
Herod ES		13	13							1	9	10			92	92			*	100	90			
Herrera ES		15	15	1				1			3	3			87	87	*		*	*	*	*	*	*
Law ES											1	1							*	*	*	*	*	*
Love ES											2	2							*	*	*	*	*	*
Memorial ES											1	1							*	*	*	*	*	*
Northline ES		33	33						1	5	6			76	76		*	80	67					
Osborne ES	1		1											*										
Roosevelt ES									2	1	3						*	*	*	*	*	*	*	*
Sherman ES		20	15	35					3	5	3	11		70	93	80		*	80	*	91			
Twain ES		4	4						1	15	16			*	*		*	100	100					
Wainwright ES										1	1							*	*	*	*	*	*	*
Wharton K-8 DL Academy		32	32								27	27		63	63			100	100					
Whidby ES										1	1							*	*	*	*	*	*	*

\* Indicates fewer than five students tested

## Appendix O.3

### Spanish STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2015 Data)

Campus	Number of Students Tested										Percent Met Standard																			
	YT					YO					NT					YT					YO					NT				
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total	
Briscoe ES	21	1		22							1			1		76	*		77		*					*				*
Emerson ES	19			19	26	26			4		4			4		84			84			65			65		*			*
Helms ES	30	23		53					14	12				26		63	70		66							79	75		77	
Herod ES	26	18	1	45					16	7				23		65	94	*	76							81	100		87	
Herrera ES	19	21	3	43		35	42	1	78		2	4		6		84	95	*	91			66	64	*	64		*			100
Northline ES	34	39		73		20	21		41		5	5		10		91	77		84			25	62		44	80	60		70	
Sherman ES	25			25		26			26		1			1		72			72			58			58	*			*	
Twain ES	9	3		12							14	18		32		89	*		83							93	100		97	
Wharton K-8	15	24		39							34	23		57		93	96		95							97	96		96	

\* Indicates fewer than five students tested

## Appendix O.4

English STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus  
(2015 Data)

Campus	Number of Students Tested										Percent Met Standard																				
	YT					YO					NT					YT					YO					NT					
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		
Briscoe ES											1			3	4												*		*	*	
Browning											1			1													*		*	*	
Burrus ES											1		1	2												*		*	*		
Condit ES														1	1													*	*	*	
Coop ES											1			1												*		*	*		
Durham ES											1			1												*		*	*		
Emerson ES											2	1		3												*		*	*		
Helms ES	1	24	25								5	1	12	18			*	58	60			20	*	100	72						
Herod ES		13	13									1	9	10				92	92				*	100	90						
Herrera ES		15	15	1	1								3	3				100	100		*		*	*	*						
Johnston MS														38											89						
Law ES													1	1											*	*	*	*	*		
Love ES													2	2										*	*	*	*	*	*		
Memorial ES													1	1										*	*	*	*	*	*		
Northline ES		34	34								1		5	6				88	88		*		*	80	83						
Osborne ES	1		1														*	*	*												
Roosevelt ES											2	1		3									*	*	*	*	*	*	*	*	
Sherman ES	20	15	35								2	5	3	10			90	93	91		*	100	*	100	100		*	100	*	100	
Twain ES		4	4								1		15	16				*	*		*		*	100	100		*	100	*	100	
Wainwright ES												1		1									*	*	*		*	*	*	*	
Wharton K-8		32	32										25	25			78	78							100	100					
Whidby ES												1		1								*	*	*	*	*	*	*	*	*	*

\* Indicates fewer than five students tested

## Appendix O.5

### Iowa Assessment Total Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus: Number Tested

Campus	# Tested																										
	YT									YO																	
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	NT								
Briscoe ES																			2	2	1	3	8				
Browning																					1		1				
Burbank MS					99	73	52	224														1	3	4	8		
Burrus ES																					1	1		2			
Condit ES																						1		1			
Coop ES																					1			1			
Deanda ES																			8					8			
Durham ES																				1	1			2			
Emerson ES	2	1						3												1	1	1		3			
Hamilton MS																						3	2	1	6		
Helms ES				24				24												2	1	3	1	12	19		
Herod ES				13				13												1			1	9	11		
Herrera ES				18				18						1							1			3	4		
Johnston MS					1			1	2															11	11	28	50
Law ES																				4	2			1		7	
Love ES																							2		2		
Memorial ES																							1		1		
Northline ES				34				34		1														4		4	
Osborne ES	1		1					2																			
Patterson ES																				1						1	
Reagan Ed Ctr																				3	2					5	
Roosevelt ES																											
Sherman ES				20	15			35		1										5	3			5	3	16	
Twain ES				4				4														1		15		16	
Wainwright ES																							1			1	
Wharton K-8				32	2			34																			
Whidby ES																										1	

## Appendix O.6

### Iowa Assessment Total Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

Campus	Mean NCE																		
	YT									YO									NT
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	
Briscoe ES																		60	
Browning ES												*	*					*	
Burbank MS						32	31	30	31						*	*	*	53	
Burrus ES												*	*					*	
Condit ES														*				*	
Coop ES												*						*	
Deanda ES										49								49	
Durham ES											*	*						*	
Emerson ES	*	*							*		*	*	*					*	
Hamilton MS															*	*	*	57	
Helms ES				35					35		*	*	*	*	54			44	
Herod ES				51					51		*		*	*	65			62	
Herrera ES				40					40		*			*				*	
Johnston MS						*		*	*						54	55	56	56	
Law ES										*	*			*				39	
Love ES													*					*	
Memorial ES														*				*	
Northline ES					42				42	*				*				*	
Osborne ES	*		*						*										
Patterson ES										*								*	
Reagan Ed Ctr										*	*							27	
Roosevelt ES												*	*	*				*	
Sherman ES				40	51				45	*	*	*		57	*			44	
Twain ES					*				*			*			73			71	
Wainwright ES														*				*	
Wharton K-8				43	*	*			43						59	81	71	63	
Whidby ES														*				65	
																		*	

\* Indicates fewer than five students tested

## Appendix O.7

### Iowa Assessment Total Language Performance of Dual-Language Bilingual Program (DL) Students by Campus: Number Tested

Campus	# Tested																	
	YT									YO								
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Briscoe ES																		
Browning																		
Burbank MS					99	73	52	224										
Burrus ES																		
Condit ES																		
Coop ES																		
Daily ES																		
Deanda ES																		
Durham ES																		
Emerson ES	5	1							6									
Hamilton MS																		
Helms ES				24					24									
Herod ES				13					13									
Herrera ES				18					18					1				
Johnston MS						1		1	2									
Law ES																		
Love ES																		
Memorial ES																		
Northline ES					34				34	1								
Osborne ES	1		1						2									
Patterson ES																		
Reagan Ed Ctr																		
Roosevelt ES																		
Sherman ES				20	15				35	1								
Twain ES					4				4									
Wainwright ES																		
Wharton K-8					30	2			32									
Whidby ES																		

## Appendix O.8

### Iowa Assessment Total Language Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

Campus	Mean NCE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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\* Indicates fewer than five students tested



## Appendix O.9

### Iowa Assessment Total Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus: Number Tested

Campus	# Tested																										
	YT									YO									NT								
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Briscoe ES																			2	2	1	1	3				8
Browning																					1						1
Burbank MS					99	73	52	224															1	3	4		8
Burrus ES																					1	1					2
Condit ES																						1					1
Coop ES																					1						1
Daily ES																			1								1
Deanda ES																			8								8
Durham ES																				1	1						2
Emerson ES	5	1						6											1	1	2	1					5
Hamilton MS																							3	2	1		6
Helms ES				24				24											2	1	3	1	12				19
Herod ES				13				13											1			1	9				11
Herrera ES				18				18						1						1			3				4
Johnston MS					1		1	2																11	11	28	50
Law ES																			4	2			1				7
Love ES																						2					2
Memorial ES																							1				1
Northline ES				34				34		1											1		4				5
Osborne ES	1		1					2																			
Patterson ES																			1								1
Reagan Ed Ctr																			3	2							5
Roosevelt ES																								2	1		3
Sherman ES				20	15			35		1									1	5	3	5	3				16
Twain ES					4			4														1	15				16
Wainwright ES																											1
Wharton K-8				32	2			34																			
Whidby ES																											1

## Appendix O.10

### Iowa Assessment Total Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

Campus	Mean NCE																		
	YT									YO									NT
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	
Briscoe ES																			
Browning																		*	
Burbank MS						48	48	45	48						*	*	*	67	
Burrus ES															*	*	*	*	
Condit ES															*			*	
Coop ES													*					*	
Daily ES											*							*	
Deanda ES											42							42	
Durham ES											*	*	*					*	
Emerson ES	43	8							46		*	*	*	*	*		*	51	
Hamilton MS															*	*	*	56	
Helms ES				40					40		*	*	*	*	59			49	
Herod ES				62					62		*		*	*	79			73	
Herrera ES				61					61		*	*	*	*	*			*	
Johnston MS					*		*	*	*						56	56	59	57	
Law ES											*	*	*	*	*			34	
Love ES														38				38	
Memorial ES														*	*		*	*	
Northline ES				53					53	*		*	*	*	*			45	
Osborne ES	*		*						*									*	
Patterson ES										*								*	
Reagan Ed Ctr										*	*	*	*	*	*			32	
Roosevelt ES												*	*	*	*		*	*	
Sherman ES				65	62				64	*	36	*	*	61	*			53	
Twain ES					*				*				*		85			85	
Wainwright ES														*			*	*	
Wharton K-8				50	*				51						66	77	72	69	
Whidby ES														*			*	*	

\* Indicates fewer than five students tested

## Appendix O.11

### Logramos Total Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus: Number Tested

	# Tested																									
	YT									YO									NT							
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8
Campus	33	18	22	1					74	19								19	6	3	1					10
Briscoe ES																										
Burbank MS					8	10	15	33											8							
Daily ES	10							10																		
Deanda ES	86	74						160											13	11						24
Dogan ES	1							1		1								1								
Emerson ES	42	37	18					97		17	20	25						62	10	6	4					20
Helms ES	32	30	30	23				115											32	21	15	13				81
Herod ES	16	15	25	18				74											9	9	16	7				41
Herrera ES	17	21	19	21				78		34	38	36	42					150	4	2	2	4				12
Kashmere Gardens ES	6							6											8							8
Law ES	21	28						49											16	13						29
Northline ES	20	28	34	39				121		52	24	20	21					117	2	5	5	5				17
Reagan Ed Ctr	32							32		21								21	7							7
Sherman ES		37	24	1				62		46		26						72		7	3					10
Twain ES	11	7	9	3				30											16	16	14	18				64
Wharton K-8	28	24	15	24				91											20	35	36	31				122

## Appendix O.12

### Logramos Total Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

Campus	Mean NCE																											
	YT									YO									NT									
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	
Briscoe ES	93	75	70	*					81		68							68	88	*	*						83	
Burbank MS						53	43	44	46																			
Daily ES	89								89										88								88	
Deanda ES	93	71							83										92	67							80	
Dogan ES	*								*		*							*										
Emerson ES	92	77	71						82		99	91	65					82	91	68	*						78	
Helms ES	88	67	63	63					71										88	65	54	60					71	
Herod ES	99	73	71	62					75										99	65	66	65					73	
Herrera ES	99	78	70	67					78		91	63	64	57				68	*	*	*	*					72	
Kashmere Gardens ES	85								85										74								74	
Law ES	99	76							86										91	58							76	
Northline ES	99	75	74	63					75		99	75	58	60				80	*	70	63	62					68	
Reagan Ed Ctr	99								99		84							84	82								82	
Sherman ES		69	66	*					67		99		61					85		68	*						64	
Twain ES	99	88	65	*					84										90	70	70	68					74	
Wharton K-8	89	75	69	62					75										85	64	64	61					67	

\* Indicates fewer than five students tested

## Appendix O.13

### Logramos Total Language Performance of Dual-Language Bilingual Program (DL) Students by Campus: Number Tested

Campus	# Tested																										
	YT									YO									NT								
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Briscoe ES	33	18	22	1					74		19							19	6	3	1						10
Burbank MS					8	10	15	33																			
Daily ES	10							10											8								8
Deanda ES	86	74						160											13	11							24
Dogan ES	1							1		1								1									
Emerson ES	42	37	19					98		17	22	26						65	10	6	4						20
Helms ES	32	30	30	23				115											32	21	16	13					82
Herod ES	16	15	25	18				74											9	9	16	7					41
Herrera ES	17	21	19	21				78		34	38	36	42					150	4	2	2	4					12
Kashmere Gardens ES	6							6											8								8
Law ES	21	28						49											16	13							29
Northline ES	20	28	34	39				121		52	24	20	21					117	2	5	4	5					16
Reagan Ed Ctr	31							31		21								21	7								7
Sherman ES		37	25	1				63		46		26						72		7	3						10
Twain ES	11	7	9	3				30											16	16	14	18					64
Wharton K-8	28	24	15	24				91											20	35	36	31					122

## Appendix O.14

### Logramos Total Language Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

	Mean NCE																										
	YT									YO									NT								
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Campus	99	95	78	*					92									73	99	*	*						99
Briscoe ES																											
Burbank MS						54	44	48	48																		
Daily ES	99								99										99								99
Deanda ES	99	95							97										99	99							99
Dogan ES	*								*									*									
Emerson ES	99	93	74						92	99	84	61						78	99	86	*						89
Helms ES	99	81	64	65					78										99	86	64	67					84
Herod ES	99	92	75	65					81										99	85	77	70					83
Herrera ES	99	96	71	68					83	99	74	65	60					74	*	*	*	*					79
Kashmere Gardens ES	99								99										99								99
Law ES	99	89							93										99	77							89
Northline ES	99	95	76	67					81	99	85	63	61					83	*	81	*	70					80
Reagan Ed Ctr	99								99	99								99	99								99
Sherman ES		86	70	*					79	99		63						86		83	*						78
Twain ES	99	99	68	*					88										99	98	84	76					89
Wharton K-8	99	92	75	68					85										99	86	73	69					80

\* Indicates fewer than five students tested

## Appendix O.15

Campus	# Tested																										
	YT								YO								NT										
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Briscoe ES	33	18	22	1					74									19	6	3	3	1					10
Burbank MS					8	10	15	33												8							8
Daily ES	10							10																			
Deanda ES	86	74						160											13	11							24
Dogan ES	1							1		1								1									
Emerson ES	42	39	18					99		17	22	26						65	9	6	4						19
Helms ES	32	30	30	24				116											32	21	16	13					82
Herod ES	16	15	25	18				74											9	9	16	7					41
Herrera ES	17	21	19	21				78		34	38	35	42					149	4	2	2	4					12
Kashmere Gardens ES	6							6											8								8
Law ES	21	28						49											16	13							29
Northline ES	20	28	34	39				121		52	24	20	21					117	2	5	5	5					17
Reagan Ed Ctr	32									21								21	7								7
Sherman ES		37	25	1				63		46		26						72		7	3						10
Twain ES	11	7	9	3				30											16	16	14	18					64
Wharton K-8	28	24	15	24				91											20	35	36	31					122

## Appendix O.16

## Logramos Total Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus: Mean NCE

Campus	Mean NCE																										
	YT									YO									NT								
	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot	1	2	3	4	5	6	7	8	Tot
Briscoe ES	99	99	73	*					91		78							78	99	*	*						98
Burbank MS						55	44	44	47																		
Daily ES	99								99										99								99
Deanda ES	99	92							96										99	96							98
Dogan ES	*								*		*							*									
Emerson ES	99	93	84						94	98	78	68						79	99	95	*						94
Helms ES	99	73	69	65					77										99	90	74	71				87	
Herod ES	99	96	76	67					83										99	92	89	81				91	
Herrera ES	99	98	80	76					88	99	62	71	65					73	*	*	*	*				86	
Kashmere Gardens ES	99								99										99							99	
Law ES	99	96							97										99	90						95	
Northline ES	99	94	82	70					84	99	89	59	68					85	*	96	77	75				85	
Reagan Ed Ctr	99								99	89								89	99							99	
Sherman ES		88	79	*					83	99	69							88		96	*						91
Twain ES	99	99	87	*					92										99	99	93	85				94	
Wharton K-8	99	99	75	74					88										99	94	84	77				88	

\* Indicates fewer than five students tested



## Appendix O.17

### TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus

	Campus	Number Tested										Proficiency levels (Percent)							
		YT					YO					YT				YO			
		Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
	Anderson ES	63	61	2	0	0									97	3	0	0	
	Ashford ES	29	20	2	7	0									69	7	24	0	
	Briscoe ES	108	49	26	15	18	19	2	12	5	0				45	24	14	17	11 63 26 0
	Burbank MS	263	25	21	100	117									10	8	38	44	
	Burnet ES	32	17	12	3	0	24	24	0	0	0				53	38	9	0	100 0 0 0
	Coop ES	51	51	0	0	0									100	0	0	0	
	Daily ES	16	9	5	2	0									56	31	13	0	
	Deanda ES	233	134	66	27	6									58	28	12	3	
	Dogan ES	41	8	20	12	1									20	49	29	2	
	Emerson ES	162	39	61	34	28	65	12	34	15	4				24	38	21	17	18 52 23 6
	Garden Villas ES	21	19	2	0	0	21	15	6	0	0				90	10	0	0	71 29 0 0
	Gregg ES	47	28	19	0	0									60	40	0	0	
	Harris, R.P. ES	13	7	2	2	2	47	24	18	5	0				54	15	15	15	51 38 11 0
	Helms ES	171	68	48	29	26									40	28	17	15	
	Herod ES	103	17	30	24	32									17	29	23	31	
	Herrera ES	114	34	15	25	40	190	86	54	40	10				30	13	22	35	45 28 21 5
	Johnston MS	6	1	1	2	2									17	17	33	33	
	Kashmere Gardens ES	9	4	3	2	0									44	33	22	0	
	Law ES	67	19	34	12	2									28	51	18	3	
	McNamara ES	29	19	10	0	0	62	60	2	0	0				66	34	0	0	97 3 0 0
	Memorial ES	30	30	0	0	0									100	0	0	0	
	Northline ES	196	44	48	56	48	144	87	41	14	2				22	24	29	24	60 28 10 1
	Osborne ES	12	12	0	0	0									100	0	0	0	
	Reagan Ed Ctr	52	29	20	3	0	65	49	14	2	0				56	38	6	0	75 22 3 0
	Shearn ES	66	35	18	11	2									53	27	17	3	
	Sherman ES	116	29	25	26	36	96	69	14	11	2				25	22	22	31	72 15 11 2
	Twain ES	43	17	7	8	11									40	16	19	26	
	Wharton K-8	155	41	42	35	37									26	27	23	24	
	Whidby ES	7	2	3	1	1									29	43	14	14	
	White ES	37	37	0	0	0	47	43	4	0	0				100	0	0	0	91 9 0 0

## Appendix O.18

### TELPAS Yearly Progress of Dual-Language Bilingual Program (DL) Students by Campus

Campus	Number of Students						Percent of Students			
	YT			YO			YT		YO	
	Cohort	#Gain	#No Gain	Cohort	#Gain	#No Gain	% Gain	% No Gain	% Gain	% No Gain
Anderson ES	1	*	*				*	*		
Briscoe ES	71	46	25	17	9	8	65	35	53	47
Burbank MS	238	153	85				64	36		
Daily ES	11	4	7				36	64		
Deanda ES	149	75	74				50	50		
Dogan ES	2	*	*				*	*		
Emerson ES	97	70	27	56	27	29	72	28	48	52
Helms ES	133	66	67				50	50		
Herod ES	86	62	24				72	28		
Herrera ES	92	64	28	144	73	71	70	30	51	49
Johnston MS	3	*	*				*	*		
Kashmere Gardens ES	3	*	*				*	*		
Law ES	46	21	25				46	54		
Northline ES	156	101	55	112	34	78	65	35	30	70
Reagan Ed Ctr	31	18	13	21	14	7	58	42	67	33
Sherman ES	95	70	25	63	10	53	74	26	16	84
Twain ES	31	14	17				45	55		
Wharton K-8	123	74	49				60	40		

\* Indicates fewer than five students tested